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ABSTRACT

The article presents results of a national survey which collected demographic and descriptive data from U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) transition grant awardees. The awardees received funding under five separate categories: youth employment; post secondary projects; service demonstration models; cooperative models for planning and developing transitional services; and transition strategies and techniques. Forty-nine useable responses were received for a total return rate of 80%. Definitions and examples of transition models are provided. Information describing the age range, types of disabilities, referral sources, recipients of training, types of training, methods of training, and desired end products are provided for each of the five categories. Information provided by the grant awardees is synthesized into eleven components which reflect best practices for successful transitioning of disabled youth and adults into the community. Components include a cooperative interagency and individual referral network; linkages with government, private, and public service providers for the disabled; and supervised on-the-job training. (Author/CL)

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TRANSITION SERVICES FOR THE DISABLED: A NATIONAL SURVEY

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ABSTRACT

The purpose of this article is to present the results of a national survey which collected demographic and descriptive data from U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) transition grant awardees. The awardees received funding under five separate categories: Youth Employment; Post Secondary Projects; Service Demonstration Models; Cooperative Models for Planning and Developing Transitional Service; and Transition Strategies and Techniques. One initial and two follow-up mailings of the survey instrument were conducted. Forty-nine useable responses were received for a total return rate of 80%. Definitions and examples of transition models are provided. Information describing the age range, types of disabilities, referral sources, recipients of training, types of training, methods of training, and desired end products are provided for each of the five categories. Information provided by the grant awardees is synthesized into eleven components which reflect best practices for successful transitioning of disabled youth and adults into the community.

Transition Services for the Disabled: A National Survey

From a historical perspective, the uncertain employment potential and future of disabled individuals has been of utmost concern to special educators, vocational educators and rehabilitation counselors. As a result of this concern, the most common pathway to success advocated for disabled persons was articulation through a variety of programs which enhanced their employability in sheltered work environments or the less protective community business/industry sector.

During the 1970's the impact of the career education movement revitalized earlier concern expressed by professionals about employability of the disabled and also expanded the focus of their training. Careerists expanded the narrower focus of productive employment, to include functional, daily living, generalizable, and social skills training to increase the disabled persons potential for successful community adjustment, citizenship, and lifelong learning. A substantial amount of information is available to the reader which described early work-study, employment, career development, vocational education movements and their associated problems in the literature (Brolin, 1982, 1983; Brolin & Kolstoe, 1978; D'Alonzo, 1983; Halloran & Razeghi, 1981; Kokaska & Brolin, 1985; Kolstoe, 1981; Kolstoe & Frey, 1965).

As a result of increasing concern in the 1980's about the employment of citizens with disabilities and their alarmingly high unemployment rate, the need to develop transitional services for them became a priority. Several labor statistics related to the disabled provided justification for concern and are offered to dramatize their plight. A statement by Kolstoe (1981) keeps the interpretation of the following data in perspective. He said, "The only meaningful statistics are personal. To a person without a job, the unemployment rate is 100 percent. To a person with a job, the rate is zero. All other figures are illusions" (p. 3).

The statistics are:

* Only 40% of the adult disabled population is employed, as compared to 74% of the non - disabled population (Levitan & Taggart, 1976).

* The average annual wage for retarded workshop clients amounts to $414 (Whitehead, 1979).

* Disabled adults who enter publicly supported vocational services frequently experience low wages, slow movement toward employment, and segregation from non-disabled peers (U.S. Department of Labor, 1979).

* Approximately 50% of all U.S. residents who do not participate in the labor force are disabled; 76% of all disabled women are unemployed; 85% of those disabled individuals employed earned less than $7,000 per year, and 52% less than $2,000 (Bowe, 1980).

* Recent government studies report between 50 and 80 percent of all working age

disabled adults are unemployed (U.S. Bureau of the Census, 1982; U.S. Commission on Civil Rights, 1983).

* In Colorado a report indicated that although better than 60% of recent Colorado special education graduates were employed, high levels of under employment and low wages were prevalent (Mithaug & Horiuchi, 1983).

Recognizing the fact that without employment, many disabled individuals turn to community services only to find a confusing array of service providers, differing eligibility requirements and long waiting lists, Congress responded. In 1983, The Congress amended The Education of the Handicapped Act to establish a Secondary Education and Transitional Services for Handicapped Youth program (P.L. 98-199, Part C, Section 626). This enabled The Office of Special Education and Rehabilitative Services (OSERS) to initiate grant activity which would provide assistance for projects that:

1. Strengthen and coordinate education, training, and related services that assist handicapped youth in the transition to competitive or supported employment, postsecondary education, vocational training, continuing education, or adult services; and

2. Stimulate the improvement and developmment of programs for secondary special education.

Furthermore, OSERS provided a definition and explanation of transition in a position paper by the Assistant Secretary of Education Madeleine Will (1984).

DEFINITIONS OF TRANSITION

All of us experience transitions in our daily lives. Transitions occur in a multitude of forms. Whether changing jobs, moving from one home or school to another, or experiencing changes in relationships, we have all had to cope with the various levels of stress accompanying the transition. The transition from school to employment entails a complex series of choices, services and experiences. For disabled individuals, the transition from school to employment may be a particularly stressful experience. As a result of the failure of service providers to develop Individualized Transition Education Plans (ITEP'S) and coordinate programs, disabled individuals frequently find themselves lacking the community adjustment, interpersonal skills and attitudes necessary to secure employment. In addition, these individuals may find themselves in a position of double jeopardy due to the preconceived perceptions of the capabilities of disabled persons by prospective employers.

The Office of Special Education and Rehabilitative Services (OSERS) defines transition as the following:

> The transition from school to working life is an outcome-oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional postsecondary education or adult services, and the initial years in employment. Transition is a bridge between the security and structure offered by the school and adult life. Any bridge requires both a solid span and a secure foundation at either

> end. The transition from school to work and adult life requires sound preparation in the secondary school, adequate support at the point of school leaving, and secure opportunities and services, if needed, in adult situations. (Will, 1984, pp. 6-7)

A special committee of the Division on Career Development (DCD) of the Council for Exceptional Children (1985), developed a position statement in response to OSERS definition of transition. Essentially, DCD concurs with the OSERS position, but takes a broader view of transition. Key concepts of DCD's position are:

1. Although the transition of the individual from a student to a worker is an important change, this is only one of many that accompany the development of a person over an expanse of time.

2. The role of worker should not be limited to that of a paid one. The crucial element is whether the individual is contributing to their own benefit and, in part, to that of the larger society.

3. DCD views transition as the passage of an individual from one life role to the next, utilizing the foundations built upon by successive educational programming.

4. DCD believes that the transitional process should be concerned with preparing students for productive work, in several life roles (student, family member, citizen), which may include paid employment, rather than paid employment exclusively.
(Division on Career Development, 1985)

Combining and synthesizing the components of the definition of transition proposed by OSERS and DCD, D'Alonzo, Owen and Hartwell (in press) proposed an operational definition of transition for consideration.

The transition of disabled individuals from school to competitive employment entails the movement of such persons through a continuum of structured and coordinated learning experiences as a result of the combined efforts of a multitude of educational, vocational and related services - which commence in the home, school and community at an early age and culminates in successful and productive adult citizenship.

TRANSITION MODELS

A number of models were developed to transport school age children and youth through a system of learning experiences culminating in community work. These models could be labeled early transition models. They are described in detail in the works of Brolin and Kokaska (1979); Clark (1980); D'Alonzo (1978, 1983); D'Alonzo, Marino and Kauss (1984): and Kolstoe and Frey (1965).

Several new transition models have emerged in response to the funding impetus from Congress and the leadership provided by OSERS. Selected models described briefly as follows are: the OSERS model, the Halpern model, the Wehman model, the Brown model, and the Project INTERFACE model. You are encouraged to read the primary source of these models (see references).

OSERS Model

The OSERS Model (Will, 1984) of transition begins with a solid secondary educational foundation from which to build. Upon graduation transition services available are grouped into three distinct classes on the basis of public services utilized to provide support. These

three classes are:

1. Transition without the support of special services. Both disabled and non-disabled individuals locate and secure employment using their own resources or those commonly available to everyone.

2. Temporary or time-limited services which lead to employment. Upon graduation, some individuals enter specialized time-limited services such as postsecondary vocational education, vocational rehabilitation, Joint Training Partnership Act (JTPA), Comprehensive Educational Training Act (CETA), or some other special job training program.

3. The third class of services is composed of those services which are ongoing. Most services in this class are designed to be non-vocational, providing lifelong custodial care or preparing the individual for future vocational services. Typically, these services lack movement to further rehabilitation and employment, thus creating a service system which functionally excludes its participants from work-related services and employment. The most common example of this class of services are sheltered workshops.

The final component of OSERS transition model is employment. The number of disabled individuals finding work depends in part on the number of available services, the individuals participations in these services and their efforts to find work.

Halpern Model

A "Revised Transition Model" is proposed by Halpern (1985) which expands the OSERS Model (Will, 1984) that primarily focuses on employment, to include the disabled individual's Residential Environment and Social and Interpersonal Networks. The Revised Transition Model would retain OSERS high school components of generic, time-limited and ongoing services as the foundation, but would incorporate three products of transition services: (1) employment, (2) residential environment, and (3) social and interpersonal networks under a general heading of Community Adjustment. Halpern believes that each of these components is necessary for the successful transitioning of disabled individuals to adult community citizenship.

Wehman Model

The transition model proposed by Wehman (1984), involves movement by the disabled individual through three stages: school instruction, planning for transition, and gainful employment. Wehman recommends that each student have a written individualized transition plan which delineates the annual goals and short-term objectives required for the individual to successfully function on the job, at home or in the community.

Brown Model

A transition model proposed by Brown (1984), involves four steps: assessment, planning, implementation and evaluation. Activities to aid the transition of students from school to employment interact with the process stage of the educational system. These transitional activities include: (a) formal and informal assessment of student and institutional needs and resources; (b) planning to aid students in meeting the demands of the institution and the institution in meeting the needs of the students; (c) implementation of the "3 C's" (correction, compensation, or circumvention); and (d) evaluation.

Project INTERFACE Model

This transition model developed by D'Alonzo, Owen ✓ and Hartwell (in press) is a comprehensive transition model designed to link disabled minority youth, as a primary focus though all disabled youth are eligible, who exit secondary school and who are not yet ready for competitive employment to community based training programs and services. This linkage occurs through the development of a job bank and information clearinghouse. The Project INTERFACE Model consists of four major components to attain Project goals: Identification, Intervention, Employment and Evaluation. These authors also recommend the development of an individualized transition plan for each client.

The remaining sections of this article contain the results of a National Survey of OSERS funded transition projects.

NATIONAL SURVEY

In early October of 1984, the authors requested a list of transitional services for disabled youth grant awardees from the Office of Special Education and Rehabilitative Services (OSERS). The Department of Education Grant Report C06 dated October 10, 1984 was received, which identified 61 grant awardees under five categories for fiscal year 1984. The categories are:

1. Youth Employment
2. Post Secondary Project
3. Service Demonstration Models
4. Cooperative Models for Planning and Developing Transitional Services
5. Transition Strategies and Techniques

The authors were awarded one of these grants and became interested for comparative purposes in obtaining data from other awardees.

PURPOSE

The purpose of this national survey was to obtain demographic and descriptive data from all U. S. Department of Education, (OSERS) funded projects for fiscal year 1984. These data were compiled and a comparison was made of the five catgegories of OSERS projects.

SURVEY INSTRUMENT

A Survey instrument was developed by the authors to obtain demographic and descriptive data from 61

principle investigators of U. S. Department of Education, OSERS funded projects for fiscal year 1984. The directory source of the FY 1984 awardees was the U. S. Department of Education Grant Report C-06 for OSERS (1984).

Three mailings of survey instruments were transmitted to principle investigators. A second and third mailing was conducted to ensure a higher response rate. Survey instruments were transmitted to principle investigators on the dates of:

* November 27, 1984
* January 16, 1985
* March 18, 1985

A return rate for each of the three mailings were:

	Returns	% Rate
First mailing	31	51
Second mailing	13	21
Third mailing	7	11
TOTAL	51	84

Forty-nine useable returns were received, for a 80% return rate.

SURVEY RESULTS

Results of the national survey are presented by category funded.

Youth Employment

The purpose of this program was to support model projects that demonstrate innovative approaches to facilitating transition from school to work. Issues of particular interest are: the role of the schools in preparing the handicapped person for the world of work

including counseling; skills development, both social/interpersonal, and job specific; and occupational information -- all within the framework of a model program. The aim of this grant program was to use direct service to demonstrate the effectiveness of newly conceived educational models, which may be replicated, either in part or in their entirety, in other communities.

The program focus of the youth employment projects was the identification of populations of handicapped individuals who have been isolated from the sequence of vocational education to employment capability. A particular school-community setting should be chosen for developing a comprehensive model that incorporates a number of components for transition from school to work. Components that were suggested to address some of the most pressing needs are:

(1) Attitude development, including from the student's point of view the growing self-esteem that accompanies growing competence in job skills; learning what constitutes being an employee and the attitudes toward work that are likely to lead to success; and, from the the point of view of others, attitudes versus reality of the capabilities and employability of handicapped workers.

(2) Job placement, as an area where schools reach out to employers in the community, and employers in turn use schools' judgements about individual students' capabilities.

(3) Counseling, including work and long-term planning with younger students as well as those about to be placed, and guidance to families.

(4) On-the-job training, with emphasis on the employment setting, but also supported by the schools, which may follow students to jobs to give help with aspects of work specific to particular jobs, not covered by the more general training that was provided at school.

(5) Employment implies greater independence, and that in turn reveals for many students the need for training in many areas of independent living such as use of leisure time, managing housing, and the like.

(6) Interpersonal skills are often the eye-openers to employers and fellow employees that handicapped people are both useful and compatible partners on the job; awkwardness in these skills has been found to be a weak point that means job failure for many handicapped workers (U.S. Department of Education, 1984b, pp 14-15).

A survey instrument was transmitted to the twelve OSERS funded projects in this category. Ten useable survey instruments were returned. Summary data of information obtained from the ten useable instruments are as follows.

Descriptive Information. Projects funded under Youth Employment, offer services to all classifications of disabled youth (developmentally disabled, physically disabled, learning disabled, emotionally disabled, visually impaired, hearing impaired, and multiply-disabled) ages 12 through 22 years. Referral for services are obtained from both public and private schools, rehabilitation agencies, hospitals, JTPA, and community/home (self, parents/guardian, significant others).

Recipients/Training/Methods. Training is provided to school personnel, parents, and disabled youth. Areas of

training include job skills, job-seeking skills, social skills, and vocational adaptive behavior. Methods of instruction include: training modules; compendiums; on-the-job training (OJT); computer assisted instruction (CAI); video cassette instruction; direct instruction; job task analysis; speakers; field trips; group tutoring; individual and group counseling; volunteer work; community-school contract work; simulation activities; role playing; modeling; lectures and films.

End Products. A variety of end products are expected to be achieved by the Youth Employment projects. These include: transition training manuals for parents and school personnel; video cassette training films; competitive employment; sheltered employment; adaptations of materials to job sites; ecological inventories; the efficacy of vocational and social skills training on employment; career-education curriculum models; and transition team specialists.

Post-Secondary Projects

The purpose of this program was to support new model demonstration projects which will complement secondary programming and link handicapped individuals who exit the secondary schools not yet ready for competitive employment to community based training programs and services. Issues of particular interest include: development of an interface between education programs and community service providers, efforts to

place and provide continued training and support to individuals for competitive employment, and the development of models to demonstrate that all handicapped individuals leaving public school programs, regardless of disability severity, have access to community based training programs. The aim of this grant program was to use direct service to demonstrate the effectiveness of newly conceived educational models, which may be replicated, either in part or in their entirety, in other communities.

The program focus of post-secondary projects is the identification of populations of handicapped individuals who need but have traditionally had problems linking with community based training programs and services or obtaining and maintaining employment. Models that have been suggested and would satisfy certain of the most persistent needs are:

(1) Improvement of the effectiveness of post-secondary vocational education programs to meet the unique needs of low-incidence handicapped youth.

(2) Demonstration of unique methods of ensuring placement of handicapped students in continuing education and training programs as part of the transition to adult and working life.

(3) Models demonstrating the intervention of various support systems, i.e., vocational rehabilitation, adult education, community college programs, and community based rehabilitation facilities in meeting the training needs of handicapped youth. This might include additional training for individuals who are currently employed but seeking career advancement (U.S. Department of Education, 1984b, pp 16-17).

A survey instrument was transmitted to the fifteen OSERS funded projects in this category. Twelve useabale survey instruments were returned. Summary data of information obtained from the twelve useable instruments follow.

Descriptive Information. Disabled individuals between the ages of 14 through 30 years are receiving services from the Post-Secondary projects. Target populations receiving services under this category are the developmemntally disabled, learning disabled, and emotionally disabled. Individuals are referred from public and private schools, vocational rehabilitation agencies, private industry, JTPA, and community/home.

Recipients/Training/Methods. Individuals identified to receive training from these projects are disabled youth, state employment services personnel, and Transition Specialists. Areas of training include: job skills; community survival skills; social skills; pre-vocational skills; academic skills; reasoning skills; manipulative skills; job-seeking skills; job retention skills; and job advancement skills. Methods identified for training purposes include: supported work; OJT; Individual Transition Education Plans (ITEP's); work site modification; job analysis; needs hierarchy; cooperative agreements; applied behavioral analysis; follow-up strategies; counseling; CAI; visiting chefs programs; situational assessment; and environmental engineering.

End Products. Identified end products of the Post Secondary projects include: competitive employment; a referral network; school to work curriculum guides; cooperative agreements; a systematic approach to job placement using behavior analysis; job reference manuals; training manuals on job task analysis; coordination of school and business; compensatory vs. remedial instruction; model transition programs; business/industry networks; job bank and clearinghouse; Transition Specialists; ITEP models; transition training manuals, and statewide conferences.

Service Demonstration Models

The purpose of this program was to support projects designed to provide specific vocational training and job placement resulting in competitive or supported employment for handicapped youth. Supported employment was defined by OSERS as: "paid work in a variety of settings, particularly regular work sites, especially designed for handicapped individuals, (1) for whom competitive employment at or above the minimum wage is unlikely and, (2) who, because of their disability, need intensive on-going support to perform in a work setting" (U.S. Department of Education, 1984c, p.4).

The primary focus of these service demonstration models was the development of comprehensive transition services in a given school-community setting which transport handicapped individuals previously isolated

from vocational education to employment capability, to competitive or supportive employment. Components of models suggested by OSERS that would address the most pressing needs were:

(1) Curriculum development in special education and vocational education to be used to prepare high school students for entry level jobs that are available in the local community.

(2) Transition from secondary schools to time-limited services such as vocational rehabilitation, postsecondary vocational education, and other job training programs to gain entry into the labor market.

(3) The development of ongoing community based services that allow handicapped individuals to receive whatever support is necessary to maintain their employment.

(4) The development of school/employer linkages where business and industry play a significant role in designing instruction with a commitment to hire program completers. This might be achieved by linking schools with existing Projects With Industry (U.S. Department of Education, 1984c, pp 4-5).

A survey instrument was transmitted to the sixteen OSERS funded projects in this category. Twelve useable and two non-useable survey instruments were returned. Summary data of information obtained from the twelve useable instruments are as follow.

Descriptive Information. Individuals aged twelve years through adulthood with all types of disabilities are receiving services from projects funded under the Service Demonstration Models category. Identified sources of referral include public and private schools, vocational rehabilitation agencies, industry, and

community/home. One project funded under this category is a personnel preparation project designed to provide assistance to state and other agencies involved in the transition process.

Recipients/Training/Methods. The Service Demonstration Model projects identified disabled youth, employers, and school personnel as training recipients. Areas of training include: OJT; job-referral; placement; attitude; community awareness; social skills; landscape maintenance; community survival skills; production work; job-seeking; and vocational skills. Methods identified for training include: OJT; use of visual cues; simulation; career exploration; group counseling; employer mentors; speakers bureaus; clearinghouse; and statewide personnel preparation workshops.

End products. End products identified include: competitive employment; supported work placement; monographs related to rural transition; effective methods of motivating employers and available resources; Transition Specialists; independent and semi-independent living model curriculum; increased public awareness; tested transition models; career day manual; guides to adult services; OJT volunteer and paid employment networks; accurate records of post-secondary students; and transition training manuals.

Cooperative Models for Planning and Developing Transitional Services

The purpose of this program was to support projects

designed to plan and develop cooperative models for activities among State or local education agencies and adult service agencies, which will facilitate effective planning to meet the service and employment needs of handicapped youth as they leave school. Adult service agencies would include vocational rehabilitation, mental health, mental retardation, public employment, community colleges, centers for independent living, and private employers.

The primary focus of these cooperative models was identifying handicapped individuals who could benefit from community based training programs and services which assist them in obtaining and maintaining employment. Types of models suggested to meet these service and employment needs are:

(1) The development of formal working agreements and mechanisms between State or local education agencies and adult service agencies that result in programs and service models assisting handicapped youth to enter competitive or supportive employment.

(2) Demonstration of unique methods of ensuring placement of handicapped students in continuing education and training programs as part of the transition to adult and working life.

(3) Models demonstrating the intervention of various support systems, i.e., vocational rehabilitation, adult education, community college programs, and community based rehabilitation facilities in meeting the training needs of handicapped youth. This might include additional training for individuals who are currently employed but seeking career advancement.

(4) Models incorporating the successful Projects

> With Industry (PWI) programs with educational agencies to assist students leaving school to enter the programs. The resulting benefit would be that the PWI model assists the handicapped youth in securing competitive or supported employment (U.S Department of Education, 1984c, pp 6-7).

A survey instrument was transmitted to the eleven OSERS funded projects in this category. Eight useable survey instruments were returned. Summary data of information obtained from the eight useable instruments are as follows.

Descriptive Information. Individuals aged 13 through 22 years across all categories of disabilities were identified as receiving services from the Cooperative Models projects. One project included in this group is designed to provide technical assistance to vocational education, special education and vocational rehabilitation state personnel. Referral sources identified by this group are public schools at both junior and senior high school levels.

Recipients/Training/Methods. Recipients of training identified by these projects include disabled youth, parents, and state personnel. Types of training identified were: OJT; social skills; community survival skills; academic skills; employment skills; retail and grocery store skills; and attitude training. Methods used for training were identified as: ITEP modules; vocational education, special education, vocational rehabilitation, and developmental disabilities state

assistance in planning for transition; videotape presentations; transition services training modules; grocery and retail store simulation; interagency partnerships for transition; parent partnerships; and statewide conferences.

End Products. The Cooperative Models projects identified the following as expected end products: competitive employment; procedures manual for community transition; audio-visual services for the community and public schools; employment in military base grocery and retail stores; guidelines for ITEP development; interagency guidelines manual for statewide use; partnerships with other agencies, business/industry and parents; transition training modules involving parents, agencies and senior citizens; guide directory of transition services; and statewide tested transition models.

Transition Strategies and Techniques

The purpose of this program was to support research projects designed to develop strategies and techniques for transition to competitive or supported employment through improvements in independent living skills, secondary and postsecondary education, vocational preparation, and availability of work opportunities. Results of this research should include methods, approaches, and supporting materials to enable schools and related agencies to adopt tested strategies for

youth preparing for transition from school to those later activities that center on the work place.

The primary focus of this competition--Transition Strategies and Techniques, was to support research in the area of transition from high school to postsecondary education and from high school to the world of work. Some of the suggested topics for research were: (1) materials and curriculum development for the mildly handicapped, (2) social skills training, (3) follow along support to the employment site for the handicapped, (4) strategies for developing or supporting independent living skills, and (5) counseling and long term planning at the secondary level for handicapped students (U.S. Department of Education, 1984c, pp 8-9).

A survey was transmitted to the seven OSERS funded projects in this category. Six useable survey instruments were returned. Summary data of information obtained from the six useable instruments are as follow: Descriptive Information. Age range served by projects funded under this category are 14 to 22 year olds. The disability groups served are: mild, moderate and severe mentally retarded; mild learning disabled; and severe multiplydisabled. Of the six projects who responded to the survey, one is a personnel preparation project serving vocational educators, special educators and rehabilitation personnel. Referrals for these projects come from public junior and senior high schools,

sheltered workshops, and home/community.

Recipients/Training/Methods. The projects under the Transition Strategies and Techniques category identified disabled youth, special educators, vocational educators and rehabilitation personnel as their recipients of training. Types of training provided are: personnel preparation; social skills; self-advocacy; OJT; and self-control. Methods of training identified were: picture cues to establish self-control; visual cues; modeling; OJT; and rehearsal of co-worker/supervisor interactions.

End Products. Projects funded under the Transition Strategies and Techniques category identified the following as end products: transition leadership personnel; competitive employment; supported work placement; guidebook for social skills; self-advocacy curriculum for high school students nationwide; teacher training materials using visual cues; independent curriculum inventory; identified job maintenance skills; a transition curriculum training format for teachers; trainer/therapists; and increased social/personal interactions.

CONCLUSIONS/RECOMMENDATIONS

The five OSERS funded transition project categories reviewed in the present National survey reflect current thought on best practices for effective transitioning of disabled youth and adults from public/private schools

and community based programs to employment and/or successful community adjustment. A review of the literature coupled with the present survey results indicate current transition models for the disabled contain a wide variety of components. However, across and within funded OSERS categories it is apparent similarities do exist in the types of components and areas addressed in these projects.

The following eleven components are a synthesis of the most frequently cited ones from the survey which reflect best practices for successful transitioning of disabled youth and adults into their respective communities.

1. A cooperative interagency and individual (parent, guardian, etc.) referral network.

2. Interdisciplinary assessment, evaluation and planning relative to skills required by the individual to successfully function within the community and on the job.

3. Evaluation of the current available jobs within the community and assessment of the prerequisite skills necessary to obtain those jobs.

4. Linkages with government, private, and public service providers for the disabled.

5. Job skill (seeking and maintenance) coupled with community survival skills training. As an example, social skills training was identified as being extremely important within all five OSERS funded categories.

6. Linkages with potential business/industry employers.

7. Supervised on-the-job training.

8. Inclusion of not only disabled youth, but also parents, employers, and other significant personnel within the transition

training process - leading to individuals identified as Transition Specialists.

9. Increased career education within the school systems.

10. Job placement, follow-up services, and evaluation of the transition process.

11. Cooperative agreements between employers, vocational rehabilitation agencies, and the school system.

To help ensure that the numerous parties involved fully understand their roles and responsibilities within the transition process, the authors recommend the development of an Individual Transition Education Plan. In addition, skills training should extend beyond the basic skills required for job procurement and maintenance. Generalizable academic skills, social skills, communication skills, and reasoning skills training should be incorporated into the transition process if we expect the individual to function successfully within the community.

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